

## School Improvement Presentation

### 12/14/20, Student Achievement Committee

#### Context and Intent

- **Context:** Schools have been engaged in revising school improvement plans, considering the unique needs of their school community, to address areas of need identified through the data review. Principals and School Improvement Process Managers have received guidance and support from the Office of Area Superintendents in collaboration with other departments.
- **Intent:** Provide an overview of the current state of School Improvement in WCPSS, including support and resources offered during COVID-19.

#### Overview of the School Improvement Process

- The key component in informing School Improvement is the **Data Review** (Needs Assessment, Student Outcomes, and Indicator/Objective Progress).
- Schools revise their plans (**Goal, Indicators, Actions**) within the NCStar platform, selecting and prioritizing Indicators based on the data review.
- There are **5 District Indicators** all schools have assessed and State Identified Low Performing schools assess an additional 7.

A1.07 All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

A.406 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

- The **Multi-Tiered System of Support (MTSS)** has six critical components that reflect the work of School Improvement teams: Leadership, Building the Capacity/Infrastructure for Implementation, Communication and Collaboration, Data-Based Problem Solving, Three-Tiered Instruction/Intervention Model, Data Evaluation.
- NC Senate Bill 704 from May 2020 allowed prior School Improvement Plans to continue through December 2020. Adjustments for schools included a longer timeline, alternative data sources, modifying Professional Learning Plans, and differentiated support.

#### School Support and Guidance: Spring 2020

- Recent school support has focused around three fundamental ideas, and the question, "How can we equip schools to focus on what matters most?"  
**Consistency:** What can be carried over from traditional school improvement practices?  
**Stability:** How can we mitigate procedural changes and challenges?  
**Adaptability:** What needs to be considered or adjusted based on the current context?
- **April - August:**  
School Improvement Teams utilized guiding questions to reflect on the data sections (Needs Assessment, Student Outcomes, Indicator Progress) across three phases (Assess Progress through March 13, Monitor Remote Learning, Fall 2020).
- **Phase 1: Assess Progress through March 13:** Progress towards goals and Indicators/Objectives prior to school closures. Because of reduced access to typical

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summative data, leverage additional formative data. Historical summative data trends identified prior to 2019-20.

- **Phase 2: Monitor Remote Learning:** The equity of student access and student participation/engagement. Changes in teacher practices to support a blended learning environment, professional learning needs, and PLT collaboration. Success and challenges maintaining ongoing two-way communication and connections with students and families.
- **Phase 3: Fall 2020:** Analyze shifts in student demographics and impact of multiple modalities in a blended environment. Review initial trends in Quarter 1 data to determine potential implications for school improvement planning. Utilize Behavioral Health Needs Assessment data to inform approaches to schoolwide SEL.

#### **School Support and Guidance: Fall 2020 and Spring 2021**

- **September:** Regional Meetings for school leaders: Plan Requirements, Data Monitoring, Restart Schools
- **October:** Regional Meetings for school leaders: SIP Checklist, Goals, Planning for Effective Monitoring and Implementation (Current State/Desired State), Actions
- **November:** Differentiated Support, Open Support Hours, Plan Reviews, and Feedback
- **December:** Plan Reviews and Submission to BOE
- **Spring 2021:** Continue Differentiated Support, Assistance with Implementation, Monitoring, and Collaborative Protocols

#### **School Support and Guidance: Resources**

- School Improvement Plan timeline and checklist
- Summary/Guidance for legal requirements
- Criteria and Guidelines for creating goals and writing action steps
- Exemplars for plan components
- Asynchronous video tutorials for requirements, plan components, and NCStar platform
- Tools for planning and monitoring Implementation
- Templates or protocols for team processes

#### **Implications**

- In 2020-2021, three particular areas of focus are trending:  
A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.  
A.406: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.  
E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).
- Despite logistical challenges, schools are focusing on maximizing learning and teaching and student and staff support to achieve positive outcomes for all students.